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LAUNCHING A PEDAGOGICAL PARTNERSHIP PROGRAM AT EMMANUEL COLLEGE

Nandeeta Bala, Vassar College, Class of 2022

The CLIP (Community Learning & Inclusivity Partnership) program is a pedagogical partnership program at Emmanuel College that focuses on making courses more inclusive. Faculty partners volunteer their classes for the program, and their student accessibility consultants attend and observe their classes for inclusivity, accessibility, and student voice and involvement. Together, faculty partners and student accessibility consultants discuss observations and process feedback to modify teaching practices. The program was piloted in the Spring-2021 semester and modeled after the [Students as Learners and Teachers \(SaLT\) program](#) pioneered by Alison Cook-Sather, Director of the Teaching and Learning Institute at Bryn Mawr and Haverford Colleges.

I had worked with Alison to launch Vassar College's pedagogical partnership program (Bala, 2021), and we had co-created other initiatives, such as the [Pairing Student Partners](#) program. When Alison reached out to ask whether I would be interested in co-launching and coordinating a pedagogical partnership program at Emmanuel, I was thrilled. I loved the experience of building the STEPP (Student Teacher Engaged Pedagogical Partnership) program at Vassar College. I wondered how it would feel to co-create a pedagogical partnership pilot in a different context, and I was very excited and grateful to have the opportunity to coordinate Emmanuel's CLIP program.

Any nervousness stemming from my lack of knowledge of Emmanuel's culture and departments and from only being able to connect with participants through a remote medium was immediately dissipated by the warm, eager, and welcoming group of faculty partners and student accessibility consultants. I had the pleasure of meeting with students weekly and with faculty occasionally to discuss their experiences in the program. In this online space, we brainstormed ideas for teaching practices, decided on a name for the program, documented a summary of the pilot and recommendations for future semesters, and developed a valuable sense of community.

As the culmination of my enriching experience coordinating the CLIP program, I am fortunate to share this issue of *Teaching and Learning Together in Higher Education*. The following three essays, written by faculty and student participants in the program, all echo a deep commitment to centering diversity and inclusion in the classroom, and each shares a unique experience engaging in pedagogical partnership work and further developing the CLIP program.

In "[Launching the Community Learning and Inclusivity Partnership \(CLIP\) program at Emmanuel College](#)," Anupama Seshan, Associate Professor of Biology at Emmanuel College, documents her journey co-launching the CLIP program. Seeking ways to empower students from minoritized backgrounds and create positive change at her institution, she shares her hopes, reflections, and learnings in developing and participating in the program.

In "[Belonging in Biology: Working through Pedagogical Partnership for Social Justice in STEM](#)," Angelina Latin, Emmanuel College, Class of 2024, describes how her perspective and experience in the program shaped her as a student and enabled her to contextualize pedagogy on

a departmental and cross-institutional level. She recounts how collaborating with her faculty partner to adapt teaching practices allowed her to channel her passion for social justice and how she hopes to continue to foster inclusive environments in the future.

In “[**Being Brave: Easier Than It Sounds**](#),” Aren E. Gerdon, Associate Professor, Department of Chemistry & Physics, Emmanuel College, reflects on the intentional teaching practices he incorporated into the classroom with his student partner’s support. Tracing his experience in pedagogical partnership, he focuses on how he navigated fear and embraced bravery over the course of the semester.

We hope that these essays support the development of pedagogical partnership at other institutions. Many thanks to Alison for her support in launching the program and in publishing this issue.

Reference

Bala, N. (2021). A STEPP into Uncertainty: Pursuing Passions To Embrace Pedagogical Risks. *Teaching and Learning Together in Higher Education*, 33.
<https://repository.brynmawr.edu/tlthe/vol1/iss33/4>